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Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

## Level 2 History 2023

### 91231 Examine sources of an historical event that is of significance to New Zealanders

Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Examine sources of an historical event that is of significance to New Zealanders.	Examine, in depth, sources of an historical event that is of significance to New Zealanders.	Comprehensively examine sources of an historical event that is of significance to New Zealanders.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

**You should attempt ALL the questions in this booklet.**

Pull out Resource Booklet 91231R from the centre of this booklet.

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–8 in the correct order and that none of these pages is blank.

Do not write in any cross-hatched area (DO NOT WRITE). This area will be cut off when the booklet is marked.

**YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.**

Low Merit

TOTAL 16

## INSTRUCTIONS

Read the **Introduction** in the resource booklet before analysing **Sources A–J**. The introduction will provide a context for your examination of the sources.

In your answers, you should (where appropriate):

- go beyond the immediately obvious information in the sources, in order to draw conclusions
- note relevant question(s) that the sources might raise in a historian's mind, that may be investigated further
- consider who created the source, and for what purpose.

## QUESTION ONE

What were the reasons behind the government introducing New Zealand Standard Time (NZST) in 1868? Use evidence from at least TWO of **Sources A–E** to support your answer.

155 years ago, in 1865 the government introduced the New Zealand Standard Time (NZST). One of the main reasons was to make life easier for people and to decrease the confusion for people. Another reason was the smooth implementation of Telegraph network. The majority of public supported it but some opposed it. Another reason was to run fairer elections. All of this led to the NZST we have today. Sources A–E show the reasons why.

Most areas running their time independently was beginning to prove difficult with "the advent of the telegraph" and the need for "effective" communication in a "timely manner." With several different time zones, it was difficult to communicate effectively across the country. In Source A, which is from New Zealand Standard Time article from New Zealand history by G.S. Morris, it mentions that there were "growing frustrations" among post office staff and the general public. This is because sometimes an urgent message sent from one area to the other might not reach or be delivered due to time zone differences on the same day. This led to confusion amongst people because they had to follow the time of the place they were sending from and also be aware of the time

zone they were sending into. This was one reason for the govt to introduce standard time. The NZST ensured people were able to get the urgent messages on the same day. This reduced the frustration of staff and of the public.

Source B, Te-Ara - the Encyclopedia of New Zealand shows the telegraph networks for each area. "The network extended from Napier to Bluff" which meant there were at least 5 different time zones they had to figure out. With a standard time, it ensured there was consistency and efficiency of the network. By observing the same time at all stations, it ensured ~~it~~ they all open and closed at the same time and anything communicated on one day can reach the destination on the same day.

Both Source A and B show the reason behind the government introducing New Zealand standard time (NZST) in 1868. It was the year for telegraph network and the post office ~~re~~ frustrated with different time zones. Both sources confirm that the main reason for the standard time was to ensure there was not any miscommunication, frustration or missed information for people. It ensured that many people were united ~~at~~ behind the decision.



## QUESTION TWO

It is important for historians to understand people's interpretations of events by examining different perspectives.

What are two perspectives from the debate around standardising time in New Zealand in 1868? Use evidence from at least TWO of **Sources A-E** to support your answer.

One perspective from the debate around standardising time in NZ in 1868 was that the standard time would be beneficial and should be implemented whereas others believed it should not be standardised and areas should be left to themselves to make the decision. Source A-E help provide evidence for the answer.

Source A ~~and Source B~~ show the positive perspective for the NZ standard time. The source show that by introducing standard time, New Zealanders would be able to communicate fast and more efficiently and reliably. The telegraph offices were already following the Wellington mean time so the public supported the idea. Many people were becoming frustrated by having to figure out time zones in order to communicate so by introducing standard time, they were able to unite behind the decision and be happy.

Source C shows that some towns were unhappy with the decision. The only towns "connected to Wellington mean time were 33 South Island communities." Towns north of Wellington did not support the Wellington mean time. This is because of the Māori-Pakeha wars at the time, so they refused to follow the time of the crown. This was another perspective of introducing the standard time.

Overall, Source A supported the implementation of standard time and Source C said they did not wish to follow it.

### QUESTION THREE

How were New Zealanders' attitudes and responses to daylight saving time similar and/or different to those when NZST was introduced in 1868? Use evidence from at least TWO of **Sources F-J** to support your answer.

New Zealanders' attitudes and responses to daylight saving time was similar to those when NZST was introduced in 1868. Sources F-J show how some people support the idea while others do not. Source H and I show the frustration from people and source J shows the overall satisfaction with the decision.

When NZST was introduced, not everyone was happy. Similarly when daylight saving was introduced some people complained about it. Source H shows how the small rural community of ~~For~~ Ararua in Northland rebelled and rejected the daylight savings. The Northland community rejected to accept the NZST as well. The dairy farmers believed they would have to "get up in the dark to milk the cows" and they refused to do so. There are some similar attitudes and responses as to people when NZST was introduced.

Source J shows the overall support for the daylight savings. "54% of dairy farmers approved and 41% disapproved."

Similarly to NZST when even though the majority supported it, there were still people who felt they were "dictated" by the government / crown. The majority of the public supports it but some do not. This is similar attitude and response to the NZST as well.



Source I also shows the growing frustration from people and politicians to constantly having to change the time. In the cartoon by Fletcher D. (1952) the artist shows the politician getting ahead of the person in front of him thinking he would also be complaining about the time zone / daylight savings. The "okay! okay!" before the person in front even spoke shows that multiple people have said the same thing and he is starting to become frustrated. The frustration existed when NZST was introduced to. Hence shows that the attitude to daylight savings is similar to the attitude of when NZST was introduced.

Overall, Source H and I show how people were frustrated with the changes, similar to when NZST was introduced and Source J shows the overall support despite opposition to it. The attitude and response have been similar because both times there were people opposed but both times there was support too. This is how the New Zealanders attitudes and responses to daylight savings was similar to those when NZST was introduced in 1968.

**Write the question number(s) if applicable.**

History 91231, 2023



## Merit

**Subject:** History

**Standard:** 91231

**Total score:** 16

Q	Grade score	Marker commentary
1	M5	<p>The candidate addressed the question well and demonstrated a clear and thorough understanding of the reasons why the New Zealand government at the time introduced New Zealand Standard Time. The response used material from several sources, both explicitly and implicitly.</p> <p>While the response was framed in the candidate's own words, there were multiple examples of direct quotes from the sources, some use of irrelevant material, and the sources not receiving equal attention.</p>
2	M5	<p>The candidate examined material from two sources to address the question and demonstrated a thorough understanding of two perspectives concerning the debate around the introduction of New Zealand Standard Time in 1868. The response is reflective of the evidence and demonstrates a thorough understanding, although the depth of the examination was limited (generic commentary of regional differences).</p> <p>While the response was primarily in the candidate's own words, there were sources quoted directly to support the response.</p>
3	M6	<p>The candidate examined in depth both the attitudes and responses of New Zealanders to the introduction of New Zealand Standard Time in 1886 and New Zealand Daylight Savings Time in 1927. The examination was reflective of the similarities and differences and included commentary on regional differences (dairy farmers).</p> <p>The depth in the response demonstrated a high degree of engagement with the sources and historical concepts, using relevant and appropriate supporting evidence framed in the candidate's own words.</p>